INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 3)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
THE EDUCATION SOCIETY'S P D KARKHANIS COLLEGE OF ARTS AND COMMERCE AMBERNATH
C-33851

AMBARNATH
Maharashtra
421501

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I:GENERAL INFORMATION	
1.Name & Address of the institution:	THE EDUCATION SOCIETY'S P D KARKHANIS COLLEGE OF ARTS AND COMMERCE AMBERNATH AMBARNATH Maharashtra 421501
2.Year of Establishment	1986
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	2
Departments/Centres:	8
Programmes/Course offered:	2
Permanent Faculty Members:	9
Permanent Support Staff:	13
Students:	642
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Cater to the needs of first generation learners from socially and economically marginalized sections of society. 2. The college undertakes an interactive learning environment that engages students in the learning process. 3. Co-education College offering undergraduate Courses with emphasis to spread vast riches of knowledge to the rural poor.
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 13-12-2023 To : 14-12-2023
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. SABITA ACHARYA	Vice Chancellor,Utkal University
Member Co-ordinator:	DR. BISWAMBHARA MISHRA	Professor,NORTH EASTERN HILL UNIVERSITY
Member:	DR. HEMLA AGGRAWAL	FormerPrincipal,GOVT COLLEGE FOR WOMEN PARADE JAMMU
NAAC Co - ordinator:	Prof. Prashant P Parhad	

Section II:CRITERION WISE ANALYSIS
Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*
1.4	Feedback System

Qualitative analysis of Criterion 1

The curriculum design of the college reflects the goals of the environment and aligns with the Mission Statement of the Institute. Presently, the College is permanently affiliated to the University of Mumbai and recognized under 12 (B) and 2 (F), by the University Grant Commission.

The college ensures effective curriculum delivery by organizing a staff meeting on the beginning of each academic session. The curriculum of studies is designed as per the University of Mumbai (the Affiliating University) and as such the college follows the same curriculum as an affiliated institution. The teachers ensure that they complete the syllabus within the time stipulated by the university. A few classrooms is ICT enabled.

Choice Based Credit System for B.A.and B.Com. program is in place. The College has made it mandatory for the individual teachers to prepare a comprehensive teaching plan at the beginning of each Semester. The College collects Students feedback at the end of every semester and remedial measures are constantly undertaken by the Management of the College.

The college organises debates, quiz competition and essay writing competition on gender sensitization. Women's Day is celebrated every year. Environmental Studies, Value Education and Human values are taught as a value added courses. National anthem is a mandatory part of daily assembly. Formal mechanism to obtain structured feedback (online) from all stake holders is in place.

Experiential and participative learning through project work assignments seminars PPT activities is used to make this teaching learning process efficient while guest lectures are often organized in some subjects to supplement successful curriculum delivery.

The College ensures effective curriculum delivery through a carefully planned and documented process. Keeping in tune with the academic calendar, the IQAC creates the academic calendar of the college while

individual departments also create their departmental academic calendars prior to each academic year, listing suitable dates for significant academic activities as well as non-academic ones.

For smooth conduct of Examinations, Question papers are set by relevant teachers of each department for all programs being offered; copies of these questions are submitted to the Examination Committee. Students are assessed through semester end examination, Tutorials and Project work etc.

The College conducted 10 value added courses during its assessment period. Institution incorporated various crosscutting issues related to professional ethics, gender equity, human values, environmental sustainability and sustainability into these courses. 75.51 percent of students completed projects during last academic year.

Feedback regarding curriculum is collected and evaluated from multiple stakeholders such as students, teachers and alumni.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QlM	**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process**
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QlM	**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	***Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website***
2.6.2 QlM	***Attainment of POs and COs are evaluated.*** Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2
The admission process is transparent and is based on merit. All reservation criteria as applicable are met by the Institute. However the teacher- students ratio is less than one in both the Arts and commerce streams. After the admission to first year IQAC organizes orientation programme for the first year students. Individual teachers adopt certain methodologies to identify slow and advanced learners . Special classes are arranged for slow learners on Sundays and other holidays.   Traditional chalk and talk method is mainly used in the teaching and learning, however there are few provisions for ICT enabled teaching learning and the teachers make use of them as and when necessary. Field visits, experiential learning and participative learning are practised to some extent to make the learning student centric. Seminar presentations, group discussions, assignments and class tests make the learning more attracting.

Out of 8 permanent teachers, 4 teachers are having Ph.D degree and one teacher is having M.Phil degree. In addition to these permanent teachers, there are 7 temporary teachers. All the temporary teachers are being following government norms.

Each department maintains its teacher's diary which gives details of the class work done by the teachers. The log book is periodically checked by the Head of the department to ensure adherence.

The institution conducts two internal tests in each semester and the marks secured are made known to the students. Sometimes more than two tests are conducted and the performance of the best two are taken. The process is fully transparent. Grievance Redressal Cell and Student welfare Committee look into the examination related and other grievances of the students and take coercive measures wherever necessary.

College has its own website (pdkarkhaniscollege.org) to display information about its various curriculums.

The institution adheres to the Academic Calendar prepared by the university. The faculty members analyse the results of different examinations and take steps for its improvement. However, the attainments of outcomes are yet to be an integral part of the institution.

Furthermore, transparency is ensured through a fully automated admissions process through strict adherence to University and State government rules. The institute fosters and accelerates effective teaching-learning by offering LCD projects and computers equipped with internet capability. Furthermore, college teachers are strongly encouraged to attend conferences, seminars, workshops, and research programs to expand their knowledge. The Credit-Based Grading System established by the University of Mumbai provides continuous evaluation for students through project work and semester exams. Examination results are taken as feedback to improve performance while efforts are made to help increase its efficacy.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QlM	**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QlM	**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**
3.4.2 QlM	**Awards and recognitions received for extension activities from government / government recognised bodies**
3.5	Collaboration

Qualitative analysis of Criterion 3

P. D. Karkhanis College has taken great strides in creating an environment conducive to innovation through workshops, guidance sessions on research methodologies, entrepreneurship and IPRs as well as encouraging a culture of research among both teachers and students.

The college undertakes Resource mobilization for research from government bodies. Two teachers received research grants through UGC travel grants for attending International conferences. Furthermore, another faculty completed a Minor Research Project out of the seed money of RUSA. Students are actively encouraged through workshops and seminars to undertake small research projects for participation in intercollegiate research paper/article competitions and small research grants from various government bodies; IPRS awareness workshops as well as guidance sessions were organized to foster innovation among youth.

Faculties have published over thirty nine research papers in UGC-notified journals and twenty four in national/ international conference proceedings during the last five years, in addition to authoring fourteen books as sole authors or coauthors .

The college has received accolades and awards from 20 government and recognized bodies for its commitment and involvement in extension activities over five academic years. Staff and students of the Institution enthusiastically took part in various extension activities designed to holistically develop communities.

The College conducts various outreach activities in its neighboring villages and urban regions. The extensions wings DLLE, NSS and WDC & Vivekvahini of the college work towards quality enhancement of learners and community. Students participate in community service work; thus imparting values such as gender equality, patriotism, sharing & caring, brotherhood, girls' education, environmental protection/water conservation/plastic ban & values of cleanliness among others. The college undertakes Swachhata Abhiyan/Pakhwada on a regular basis .

As part of an integrated curriculum, competitions - such as essay writing , elocution and Rangoli, Poster making and singing events - provide students with an avenue for growth.

The college provides assistance to needy students within their vicinity while living up to its motto of not me but you and reaching to reachable places.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	**The Institution has adequate infrastructure and other facilities for,** • **teaching – learning, viz., classrooms, laboratories, computing equipment etc** • **ICT – enabled facilities such as smart class, LMS etc.** **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**
4.2	Library as a Learning Resource
4.2.1 QlM	*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*
4.3	IT Infrastructure
4.3.1 QlM	**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection** *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4
The college is housed on three-storeyed campus spread over an area of 3.15 acres. In addition to offering courses, YCMOU Nashik Study Center operates in the college premise. College has gym with modern fitness equipment for both male and female students to use. Sports infrastructure at the college includes multi-purpose indoor courts for chess, carom and table tennis as well as outdoor courts for Cricket, Kabaddi, Kho-Kho, Badminton and volly ball games. Fitness and wellness amenities available on campus include a gymnasium and yoga room. The computer room featuring 21 computers for student surfing purposes; additionally there is uninterruptible power supply across campus. Administrative office has 4 KV inverters, 800 Watt inverters in library/IQAC/examination room as well as 37 Computers equipped with internet. 20 Megabit Internet Professional Line connection provides additional administrative facilities at the college. Seminar Hall features ICT facilities with projector. Knowledge Resource Center covers an area of 4018 square meters and will be partially automated using soul 3 software. Library has 1471 books, 7 journals and periodicals, 68 CDs, 10 maps as well as 1.99,500 e-books N-listed. During the assessment period, 9.3percent and 34.4percent respectively of total expenditure was allocated towards improving and maintaining physical and educational facilities. The college has an adequate infrastructure for academic and extra-curricular activities. New facilities are being added regularly in line with academic standards while existing ones are continuously upgraded.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QlM	**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

Qualitative analysis of Criterion 5
The college is situated in Ambernath's Muffussil area and most students who enroll are first generation learners from socially and economically marginalized sections of society. Many students receive government scholarships and freeships as financial support. Needy students are provided assistance from both the Student Aid Fund and college staff and institutions. In recognition of students' academic excellence in TYBCom/TYBA examinations, teachers have instituted endowment prizes; additionally the College offers scholarship and free ship according to government norms to eligible beneficiaries based on various categories; the students participate actively in sports and cultural activities and many have earned certificates at both university/state/university levels as well as internationally.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*
6.2	Strategy Development and Deployment
6.2.1 QlM	*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*
6.3	Faculty Empowerment Strategies
6.3.1 QlM	**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**
6.5	Internal Quality Assurance System
6.5.1 QlM	**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

Qualitative analysis of Criterion 6
The Institute places great emphasis on aligning its vision and mission with national policies on higher education, recognizing its essential role in nation-building and social reform. To fulfill its vision, the college have devised programs such as NSS, DLLE, Soft Skills Development Courses, Value-Added Courses Welfare

Schemes Sports Cultural Programs Career Guidance that aim to have a transformative effect on their respective societies served.

An essential aspect of the institute's governance, leadership and management approach is cultivating a culture of decentralization and participation. This is continually being accomplished by employing coordinators and academic/administrative committees which allow stakeholders a voice in decision-making processes. The Principal is essential in overseeing operations at the institute using committees like Internal Quality Assurance Cell (IQAC) and Curriculum Development Committee (CDC) for efficient governance and management.

Recognizing the significance of faculty development, the institute offers various professional development opportunities to its staff members like orientation courses, refresher courses, short term courses and faculty development programs which allows to expand their teaching skills and expertise.

The institute demonstrates its strong commitment to its faculty members' wellbeing by offering duty leave and financial support for attending Seminars, Workshops and Faculty Development Programs. This show of appreciation reinforces its mission of nurturing a vibrant academic community.

As part of its modernization and technological advances, the institute has implemented e-governance across various domains such as Administration, Finance, Accounts, Scholarships, Student Admissions, and Examinations. This move streamlines administrative processes while improving efficiency and increasing transparency.

Furthermore, the institute offers welfare measures to support both teaching and non-teaching staff members; this inclusive approach fosters a harmonious work environment which facilitates overall institutional growth.

Regarding faculty performance evaluation, the institute has implemented an exhaustive approach by using both Performance Based Appraisal System (PBAS) and Annual Self Appraisal System (ASAR) evaluation mechanisms. These provide valuable feedback that encourage continuous improvement in teaching quality.

Recognizing the significance of financial security, the institute actively pursues funding from various sources including University, UGC and RUSSA. Regular auditing ensures transparency, accountability and compliance with financial regulations.

IQAC plays a pivotal role in the institute's quality assurance initiatives. By regularly overseeing and improving quality measures within its institution, this committee ensures that excellence in education remains its core value.

At its core, the institute's approach to governance, leadership, and management is defined by an unwavering dedication to quality education, faculty development, e-governance, staff welfare, financial prudence and financial responsibility. Aligning its efforts with national policies while seeking continuous improvement aims at creating an outstanding learning environment that empowers its students while contributing positively to society as a whole.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.** *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*
7.1.4 QlM	**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**
7.2	Best Practices
7.2.1 QlM	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**
7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

Qualitative analysis of Criterion 7
The college addresses the issues of gender sensitivity by taking care of the Safety & Security in general and girls in particular through its active Students Welfare Cell and Anti-Ragging Cell. The college is under CCTV camera surveillance at different strategic locations. Programmes on gender equality and women empowerment are organised frequently. Well ventilated girls and boys common rooms with all facilities is in place.   The college is well maintained. Not only is the academic area clean but the playgrounds and general areas as well as the toilets and other amenities are kept in good shape. The campus is well endowed with greenery, trees, potted plants .   It has a provision for solid, liquid and e- waste management.Liquid waste directly goes to trees and plants. Rainwater harvesting system is yet to be installed. To promote green practices the institute advocates for use of bicycle and public transport, plastic free campus, green landscaping with tree and plants. The institute celebrates national festival, birth anniversaries of great Indian personalities and different important days. Being a Society's institute , it maintains complete transparency in its academic, administrative and financial functioning. Introduction of Dress Code provides an identity to the students. It also helps to prevail an atmosphere among the students that they all are equal, irrespective of their social and economic background.

Best Practices are:

1. Widening access to higher education by providing an access to the students from disadvantaged community, women, minority- community and economically weaker sections of the society.
2. Remedial Coaching Classes for SC, ST, OBC
3. Participatory Decision-Making Process
4. Support systems are well placed and effective in their tasks.
5. Student and faculty centric welfare oriented management.

Institutional Distinctiveness:

1. The college caters to the needs of higher education for the students belonging to diverse socio-economic backgrounds.
2. The college has a special provision for differently abled students to pursue their education

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(**SWOC**)(**up to 500 words**)

Overall Analysis

Strength:

- Well qualified teachers with four Ph.Ds. and one M.Phil.
- Complete automation of office
- Incentives for deserving students
- Supporting services to differently abled students
- The campus is free from Ragging and Drug Addiction.
- Functional and effective IQAC

Weaknesses:

- Recruitment of full time of full time faculties
- Limited number of research projects
- Untimely disbursement of scholarships to the students.
- The college has no registered alumni association .
- Few institutional links with other Universities , institutions and industries.
- No skill development add on programs

Opportunities:

- Raising a large corpus
- Expanding in number of programmes like self financing and professional courses.
- Industries- Academia linkages and collaborations.

To promote research activities in the institution. Promotion of inter-disciplinary and sponsored projects. Arranging specialized training programs for the faculty.

Challenges:

- To fulfil the educational needs of the economically weaker section.
- More autonomy in admission procedure to attract good students.
- To reduce drop out ratio
- Networking and strengthening relationship with stakeholders of the institute.
- Developing a multi-disciplinary and multi-faceted approach to learning and teaching.
- Tackling diversity, accessibility and affordability with respect to "Education for all."

Section IV:Recommendations for Quality Enhancement of the Institution
(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- To recruit adequate number of permanent teachers

- To introduce P.G Programs in some subjects

- To introduce Diploma/Certificate courses for employability of students

- To undertake extramural research projects from different funding agencies including industries

- To establishing Language Laboratory, innovation and incubation centres

- To establish linkages with Indian institutions and universities

- • To recruit adequate number of permanent teachers

- • To introduce P.G Programs in some subjects

- • To introduce Science and Vocational studies at the Undergraduate level.

- • To introduce Diploma/Certificate courses for employability of students

- • To undertake extramural research projects from different funding agencies including industries

- • To establishing Language Laboratory, innovation and incubation centres

- • To establish linkages with Indian institutions and universities

- • Transportation, hostel facilities for the enhancement of the students' enrolment.

- • Placement and Carrier Counselling cell be established and coaching and remedial classes to be undertaken .

- • More number of ICT enabled classroom be established.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. SABITA ACHARYA	Chairperson	
2	DR. BISWAMBHARA MISHRA	Member Co-ordinator	
3	DR. HEMLA AGGRAWAL	Member	
4	Prof. Prashant P Parhad	NAAC Co - ordinator	

Place

Date

1	DR. SABITA ACHARYA	Chairperson	
2	DR. BISWAMBHARA MISHRA	Member Co-ordinator	
3	DR. HEMLA AGGRAWAL	Member	
4	Prof. Prashant P Parhad	NAAC Co - ordinator	